



# School Improvement Plan 2023 - 2024



## Appling County Altamaha Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Appling County
School Name	Altamaha Elementary School
Team Lead	Dr. Rhonda M. Hollis
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input type="checkbox"/>	Free/Reduced meal application
<input checked="" type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Reading Gap - Ensure students are reading at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant)
Root Cause # 1	Students have not acquired sufficient foundational processing, cognitive, and language skills required to read, comprehend text, and write.
Goal	To ensure students are reading at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, black, ESOL, Migrant), Grades 3-5 will increase proficiency/distinguish by 3% on the GMAS ELA for Spring 2024 as compared to compared to Spring 2023. Grades 1-2 will increase proficiency/distinguish by 3% on the STAR 360 State benchmark for ELA for Spring 2024 as compared to compared to Fall 2023.

Action Step # 1

Action Step	<p>Coherent Instruction</p> <ul style="list-style-type: none"> <li>•Provides a supportive and well-managed environment conducive to learning</li> <li>•Implement evidenced-based, digital foundational reading programs to provide differentiation for all students.</li> <li>•Establish and communicate clear learning targets and success criteria aligned to curriculum standards.</li> <li>•Provide feedback to students on their performance on the standard or learning target.</li> <li>•Establish a learning environment for students to actively monitor their learning.</li> <li>•Utilize leveled reading material to differentiate and increase students’ Lexile scores.</li> <li>•Teach vocabulary in all academic disciplines, selecting resources, digital/technology/apps, learning programs, and strategies appropriate for students’ instructional levels.</li> <li>•Provide instruction on higher order thinking, reading for critical analysis, and reading for information through extended activities and technology programs in reading, math, science, and social studies.</li> <li>•Utilize science and social studies magazines, newspapers, books, and digital/technology/app resources, and incorporate STEM /STEAM activities to accelerate learning and enhance reading proficiency in all content areas.</li> <li>•Implement cooperative learning strategies and Thinking Maps.</li> <li>•Provide 135 minutes per day in reading and language arts, which includes reading in science and social studies.</li> <li>•Utilize paraprofessionals to assist teachers with small group instruction.</li> <li>•Implement Reading Instructional Extension Program.</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Resources to support the whole child.</li> <li>•Technology devices and software programs to support and enhance instruction</li> <li>•Instructional Support Specialist to provide professional learning</li> </ul>
-------------	--

Action Step # 1

Action Step	<ul style="list-style-type: none"> <li>•Paraprofessionals to assist with small group instruction</li> <li>•Resources and materials to support instruction (chart paper, markers, resource books, workbooks, etc.)</li> </ul>
Funding Sources	Title I, Part A Title I, Part C Title III, Part A Title V, Part B IDEA
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans STAR 360 Reading and Math Results Program Reports Classroom Performance Progress Reports Report Cards
Method for Monitoring Effectiveness	3% increase in students' reading proficiency
Position/Role Responsible	Principal Instructional Support Specialist Media Specialist Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	<p>Communication and Family Engagement</p> <ul style="list-style-type: none"> <li>•Communicate with parents / guardians regarding their child’s academic progress via notes, letters, emails, progress reports, &amp; report cards.</li> <li>•Provide parent workshops to help parents understand how teachers differentiate instruction to meet the needs of all learners.</li> <li>•Administer Annual Needs Assessment Survey of Parents</li> <li>•Administer Annual Parent Surveys for Federal Programs</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning to parents on clarity of teaching and learning to meet the needs of the whole child.</li> <li>•Technology infrastructure and hardware</li> <li>•Technology software programs</li> </ul>
Funding Sources	<p>Title I, Part A                  Title I, Part A SIG                  Title I, Part C                  Title III, Part A                  Title V, Part B                  IDEA</p>
Subgroups	<p>Economically Disadvantaged                  Foster                  Homeless                  English Learners                  Migrant                  Race / Ethnicity / Minority                  Student with Disabilities</p>
Systems	<p>Effective Leadership                  Family and Community Engagement</p>
Method for Monitoring Implementation	<p>Survey Data                  Program Reports                  Classroom Performance                  Progress Reports                  Report Cards</p>
Method for Monitoring Effectiveness	<p>3% increase</p>
Position/Role Responsible	<p>Principal                  Instructional Support Specialist                  Media Specialist                  Teachers</p>
Timeline for Implementation	<p>Others : Weekly for communication; twice a semester for training</p>

Action Step # 2

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	<p>Appling Community Connections                  Baxley-Appling County Kiwanis                  Appling County Sherriff's Department                  Appling County Food Bank                  Call to Love Shop - provides clothing for children in need</p>
---	---

Action Step # 3

<p>Action Step</p>	<p>Data Analysis</p> <ul style="list-style-type: none"> <li>•Disaggregate and analyze reading test data (GMAS, State Standard scaled scores, and classroom assessments) to identify weaknesses and address students’ specific learning needs for all student subgroups and individual students.</li> <li>•Implement a systematic process to analyze assessment results to adjust instruction and improve student achievement.</li> <li>•Revise common assessments that assess ELA standards at DOK Level 3 or 4.</li> <li>•Utilize instructional support specialist, teacher leaders, and consultants to support/assist teachers in analyzing data, and selecting best practices to improve students’ progress.</li> <li>•Teach students to self-monitor and set personal goals for growth.</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning</li> <li>•Resources to support the whole child</li> <li>•Software programs (STAR 360, Waggle, iLearn, etc.) to provide a comprehensive view of student progress and to utilize for acceleration or remediation based on individual student needs</li> <li>•Technology infrastructure and hardware</li> </ul>
<p>Funding Sources</p>	<p>Title I, Part A                  Title I, Part A SIG                  Title I, Part C                  Title III, Part A                  Title V, Part B                  IDEA</p>
<p>Subgroups</p>	<p>Economically Disadvantaged                  Foster                  Homeless                  English Learners                  Migrant                  Race / Ethnicity / Minority                  Student with Disabilities</p>
<p>Systems</p>	<p>Effective Leadership                  Professional Capacity</p>

Action Step # 3

Method for Monitoring Implementation	Agenda, minutes, and sign in sheets from data analysis meetings Teacher growth data Student growth data (STAR, GMAS, etc.)
Method for Monitoring Effectiveness	3% increase
Position/Role Responsible	Principal Instructional Support Specialist Media Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 4

Action Step	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>•Use vertical alignment to ensure deconstructed standards in reading are meeting the needs of all student subgroups and individual students. In addition, revise identified areas of weaknesses.</li> <li>•Collaborate with curriculum &amp; program directors to provide evidenced-based resources, professional learning, &amp; programs to meet diverse learning needs of students.</li> <li>•Provide professional learning in clarity of instruction, learning, and other areas of needs based on data analysis findings.</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning to address root causes.</li> <li>•RESA Consultants as needed</li> <li>•Resources and materials to support professional learning (chart paper, markers, resource books, book study books, etc.)</li> </ul>
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A Title V, Part B IDEA

Action Step # 4

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, minutes, and sign in sheets from PL Teacher growth data Focused Walk Through Observations
Method for Monitoring Effectiveness	3% increase
Position/Role Responsible	Principal Instructional Support Specialist Media Specialist
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 5

Action Step	<p>Implement evidence-based strategies, interventions, and software programs to address the "whole child" (academically, behaviorally, socially, and emotionally) while expanding resources and opportunities to highlight skills, talents, and interest of all students.</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning</li> <li>•Resources to support the whole child</li> <li>•Software programs (STAR, Waggle, iLearn, etc.) to provide a comprehensive view of student progress and to utilize for acceleration or remediation based on individual student</li> </ul>
-------------	--



Action Step # 5

Action Step	needs •Technology infrastructure and hardware
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title I, Part D Title III, Part A Title V, Part B IDEA Consolidated Funding Title III Part A EL Title III Part A Immigrant
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans STAR 360 Reading and Math Results Program Reports Classroom Performance Progress Reports Report Cards
Method for Monitoring Effectiveness	3% increase
Position/Role Responsible	Principal Instructional Support Specialist Media Specialist Teacher Paraprofessional
Timeline for Implementation	Weekly

Action Step # 5

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
---	--

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Math gap: Ensure students are achieving mathematical skills at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, Black, ESOL, Migrant)
Root Cause # 1	Mathematics instructional methodology does not have enough focus on application and problem solving.
Goal	To ensure students are achieving mathematical skills at grade level to close the achievement gap, especially in subgroups (economically disadvantaged, EIP, black, ESOL, Migrant), Grades 3-5 will increase proficiency/distinguish by 3% on the GMAS Math for Spring 2024 as compared to compared to Spring 2023. Grades 1-2 will increase proficiency/distinguish by 3% on the STAR 360 State benchmark for Math for Spring 2024 as compared to compared to Fall 2023.

Action Step # 1

Action Step	<p>Coherent Instruction</p> <ul style="list-style-type: none"> <li>•Provides a supportive and well-managed environment conducive to learning</li> <li>•Implement evidenced-based, digital foundational math programs to provide differentiation for all students.</li> <li>•Establish and communicate clear learning targets and success criteria aligned to curriculum standards.</li> <li>•Provide feedback to students on their performance on the standard or learning target.</li> <li>•Establish a learning environment for students to actively monitor their learning.</li> <li>•Teach vocabulary in all academic disciplines, selecting resources, digital/technology/apps, learning programs, and strategies appropriate for students’ instructional levels.</li> <li>•Provide instruction on higher order thinking, reading for critical analysis, and reading for information through extended activities and technology programs in math.</li> <li>•Implement cooperative learning strategies and Thinking Maps.</li> <li>•Provide 90 minutes in mathematics.</li> <li>•Utilize paraprofessionals to assist teachers with small group instruction.</li> <li>•Implement Math Instructional Extension Program</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Resources to support the whole child</li> <li>•Technology devices and software programs to support and enhance instruction</li> <li>•Instructional Support Specialist to provide professional learning</li> <li>•Paraprofessionals to assist with small group instruction</li> <li>•Resources and materials to support instruction (chart paper, markers, resource books, workbooks, etc.)</li> </ul>
Funding Sources	Title I, Part A Title I, Part A SIG

Action Step # 1

Funding Sources	Title I, Part C Title III, Part A Title V, Part B IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans STAR 360 Math Results Program Reports Classroom Performance Progress Reports Report Cards
Method for Monitoring Effectiveness	3% increase
Position/Role Responsible	Principal Instructional Support Specialist Media Specialist Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 2

Action Step	<p>Communication and Family Engagement</p> <ul style="list-style-type: none"> <li>•Communicate with parents / guardians regarding their child’s academic progress via notes, letters, emails, messaging system (ex. Remind, Class Dojo), progress reports, &amp; report cards.</li> <li>•Provide parent workshops to help parents understand how teachers differentiate instruction to meet the needs of all learners.</li> <li>•Administer Annual Needs Assessment Survey of Parents</li> <li>•Administer Annual Parent Surveys for Federal Programs</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning to teachers and parents on clarity of teaching and learning to meet the needs of the whole child.</li> <li>•Technology infrastructure and hardware</li> <li>•Technology software programs</li> </ul>
Funding Sources	<p>Title I, Part A                  Title I, Part A SIG                  Title I, Part C                  Title III, Part A                  Title V, Part B                  IDEA                  Consolidated Funding</p>
Subgroups	<p>Economically Disadvantaged                  Foster                  Homeless                  English Learners                  Migrant                  Race / Ethnicity / Minority                  Student with Disabilities                  Immigrant</p>
Systems	<p>Coherent Instruction                  Effective Leadership                  Professional Capacity                  Family and Community Engagement                  Supportive Learning Environment</p>
Method for Monitoring Implementation	<p>Survey Data                  Program Reports                  Classroom Performance                  Progress Reports                  Report Cards</p>
Method for Monitoring Effectiveness	<p>3% increase</p>
Position/Role Responsible	<p>Principal                  Instructional Support Specialist                  Media Specialist                  Teachers</p>
Timeline for Implementation	<p>Monthly</p>

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Appling Community Connections Baxley Appling County Kiwanis Appling County Sherriff's Department Appling County Food Bank Call to Love Shop - provides clothing for children in need
--	---

Action Step # 3

Action Step	Data Analysis <ul style="list-style-type: none"> <li>•Disaggregate and analyze mathematic test data (GMAS, State Standard scaled scores, and classroom assessments) to identify weaknesses and address students' specific learning needs for all student subgroups and individual students.</li> <li>•Implement a systematic process to analyze assessment results to adjust instruction and improve student achievement.</li> <li>•Revise common assessments that assess Math standards at DOK Level 3 or 4.</li> <li>•Utilize instructional support specialist, teacher leaders, and consultants to support/assist teachers in analyzing data, and selecting best practices to improve students' progress.</li> <li>•Teach students to self-monitor and set personal goals for growth.</li> </ul> Resources Needed: <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning</li> <li>•Software programs (STAR 360, ilearn etc.) to provide a comprehensive view of student progress and to utilize for acceleration or remediation based on individual student needs, supporting the whole child.</li> <li>•Technology infrastructure and hardware</li> </ul>
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A Title V, Part B IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity

Action Step # 3

Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agenda, minutes, and sign in sheets from data analysis meetings Teacher growth data Student growth data (STAR, GMAS, etc.)
Method for Monitoring Effectiveness	3% increase
Position/Role Responsible	Principal Instructional Support Specialist Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 4

Action Step	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>•Use vertical alignment to ensure deconstructed standards in mathematics are meeting the needs of all student subgroups and individual students. In addition, revise identified areas of weaknesses.</li> <li>•Collaborate with curriculum &amp; program directors to provide evidenced-based resources, professional learning, &amp; programs to meet diverse learning needs of students.</li> <li>•Provide professional learning in clarity of instruction, learning, and other areas of needs based on data analysis findings.</li> </ul> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning to address root causes.</li> <li>•RESA Consultants as needed</li> <li>•Resources and materials to support professional learning (chart paper, markers, resource books, book study books, etc.)</li> </ul>
Funding Sources	Title I, Part A Title I, Part A SIG Title I, Part C Title III, Part A

Action Step # 4

Funding Sources	Title V, Part B IDEA Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas, minutes, and sign in sheets from PL Teacher growth data Focused Walk Through Observations
Method for Monitoring Effectiveness	3% increase
Position/Role Responsible	Principal Instructional Support Specialist Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
--	--

Action Step # 5



Action Step # 5

Action Step	<p>Implement evidence-based strategies, interventions, and software programs to address the "whole child" (academically, behaviorally, socially, and emotionally) while expanding resources and opportunities to highlight skills, talents, and interest of all students.</p> <p>Resources Needed:</p> <ul style="list-style-type: none"> <li>•Instructional Support Specialist to provide professional learning</li> <li>•Resources to support the whole child</li> <li>•Software programs (STAR, Waggle, ilearn, etc.) to provide a comprehensive view of student progress and to utilize for acceleration or remediation based on individual student needs</li> <li>•Technology infrastructure and hardware</li> </ul>
Funding Sources	<p>Title I, Part A                  Title I, Part A SIG                  Title I, Part C                  Title III, Part A                  Title V, Part B                  IDEA                  Consolidated Funding</p>
Subgroups	<p>Economically Disadvantaged                  Foster                  Homeless                  English Learners                  Migrant                  Race / Ethnicity / Minority                  Student with Disabilities                  Immigrant</p>
Systems	<p>Coherent Instruction                  Effective Leadership                  Professional Capacity                  Supportive Learning Environment</p>
Method for Monitoring Implementation	<p>Lesson Plans                  STAR 360 Math Results                  Program Reports                  Classroom Performance                  Progress Reports                  Report Cards</p>
Method for Monitoring Effectiveness	<p>3% increase</p>
Position/Role Responsible	<p>Principal                  Instructional Support Specialist                  Media Specialist                  Teachers                  Paraprofessional</p>
Timeline for Implementation	<p>Weekly</p>

Action Step # 5

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
---	--